DOCUMENT RESUME

ED 185 067 TM 800 052

TITLE Suggested Guidelines for Developing and Implementing a Minimum Competency Program in Citizenship.
INSTITUTION Virginia State Dept. of Education, Richmond.
PUB DATE 1 Sep 78
NOTE 35p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Achievement Tests: *Citizenship Education; *Course Objectives; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Guidelines; *Minimum Competencies; Situational Tests; Social Studies; State Standards; Student Evaluation; Student Projects
IDENTIFIERS Virginia

ABSTRACT

Guidelines are presented to assist school divisions in implementing the accreditation requirement of the Virginia Board of Education for minimum competency assessment in citizenship for all high school graduates. It is assumed that local schools or divisions have established goals and objectives for social studies programs which may serve as a beginning point for selecting minimum citizenship competencies, and which should reflect knowledge, skills, commitment, and action. Local school authorities may choose to develop the criteria by which citizenship competencies may be judged. Evaluation methods may include actual performance situations, simulated performance situations, school products and performance, and paper and pencil examinations. Advantages and disadvantages of each assessment technique are mentioned. A suggested model program for assessment is presented including a list of goals, related competencies, and performance indicators. (Author/CTM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED185067

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SUGGESTED GUIDELINES

FOR

DEVELOPING AND IMPLEMENTING

A MINIMUM COMPETENCY PROGRAM IN CITIZENSHIP

.....essential skills and concepts of citizenship, including knowledge of history and government, necessary for responsible participation in American society within the world community.....

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
VA State Dept. of Educ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

History and Social Science Service
Division of Humanities and Secondary Administration
Department of Education
Richmond, Virginia 23216

September 1, 1978

TM800 052

CONTENTS

	Page
INTRODUCTION	1
CITIZENSHIP COMPETENCY STATEMENT	3
INTERPRETATION OF COMPETENCY STATEMENT	4
DEVELOPING MINIMUM COMPETENCIES IN CITIZENSHIP	8
A SUGGESTED MODEL FOR DEVELOPING COMPETENCIES IN CITIZENSHIP	10
SAMPLE ASSESSMENT PROCEDURES	11
ILLUSTRATIONS OF SUGGESTED MODEL FOR DEVELOPING MINIMUM COMPETENCIES IN CITIZENSHIP	12
APPENDIX	
. CITIZENSHIP OBJECTIVES - SOCIAL STUDIES OBJECTIVES - AN OUTLINE	29

INTRODUCTION

In accordance with the Standards for Accrediting Schools in Virginia, July 1978, "local school authorities shall require evidence, through performance related assessment tasks as part of the instructional program and/or through a test if preferred by a locality, that graduates have attained minimum competencies in citizenship." This requirement, effective no later than with the graduating class of 1981, is in addition to the units of credit in history and the social sciences as specified in the Standards for Accrediting Schools in Virginia, July 1978.

The purpose of this document is to assist school divisions in implementing the above requirement by providing a sample model which addresses various components relative to the development and implementation of a minimum competency program in citizenship. The organizational format of the suggested model is designed so as to provide consistency with the existing status of local school programs in social studies. It is assumed, therefore, that local schools or divisions have established goals and/or objectives for social studies programs/courses which could serve as a beginning point for determining minimum citizenship competencies to be attained by students.

Local school authorities may choose to develop criteria whereby the validity of selected minimum competencies might be judged. Teaching and/or evaluating competencies is to reflect what one thinks is most important and, to a broader extent, it reflects what those affected by the school think is most important in citizenship.

Questions which may be useful as guidelines in judging the validity of selected minimum competencies are (a) Is the competency represented and

evaluated often in the curriculum (that which appears frequently)? (b) Is the competency primary (that which appears first in a series)? (c) Is the competency useful (that which can be applied in school and outside school)? (d) Can the competency be implemented (that which can be taught and adequately evaluated)?

The staff of the History and Social Science Service trusts that the material contained in this document will be of assistance to local instructional personnel in their efforts to implement the citizenship competency. Upon request, staff members would be pleased to provide professional assistance to local divisions as they pursue endeavors in this important area of the social studies curriculum.

Thomas A. Elliott, Associate Director
David R. Blevins, Supervisor
Clyde J. Haddock, Supervisor
James C. Page, Supervisor
*Jerri Sutton, Supervisor
History and Social Science Service

*On leave of absence

CITIZENSHIP COMPETENCY STATEMENT

ESSENTIAL SKILLS AND CONCEPTS OF CITIZENSHIP, INCLUDING KNOWLEDGE OF HISTORY AND GOVERNMENT, NECESSARY FOR RESPONSIBLE PARTICIPATION IN AMERICAN SOCIETY WITHIN THE WORLD COMMUNITY*

*Standards for Accrediting Schools in Virginia, Adopted by the Board of Education July 1976 With Revisions July 1978, Department of Education, Commonwealth of Virginia, Richmond, Virginia 23216, July 1978, p. 18. (Even though this requirement becomes effective with the graduating class of 1981, no time line has been set for initial assessment. Many of the competencies may not be acquired by all students prior to the 11th grade. Therefore, it may be appropriate to plan for assessment at the 10th or 11th grade level.)

ESSENTIAL SKILLS AND CONCEPTS OF CITIZENSHIP, INCLUDING KNOWLEDGE OF HISTORY AND GOVERNMENT, NECESSARY FOR RESPONSIBLE PARTICIPATION IN AMERICAN SOCIETY WITHIN THE WORLD COMMUNITY

Interpretation of Competency Statement

Education for responsible citizenship is an individual, family, school and community endeavor. Many experiences from kindergarten through grade twelve serve as a foundation for citizenship education. The social studies program is, however, a major curricular area for which a central focus is citizenship education.

Essential skills and concepts of citizenship in American society are much the same today as they were many years ago, even in the midst of rapid change. In application, each generation defines essential citizenship skills and concepts to fit the demands of its times. Nonetheless, responsible participation by the individual in American society continues to require certain basic essentials--knowledge, skills, commitment, and action.

Terms such as, "law abiding," "participation," "informed," "responsible," and others are often used in defining citizenship. However, if asked to define and rank such terms in order of importance, Americans might find it difficult to reach an agreement. Despite a lack of agreement on the precise meaning of such concepts, there are some common assumptions regarding citizenship education. Such assumptions include the need for students to understand democratic ideals and traditions, political and economic institutions and processes, personal rights and responsibilities, awareness of citizen-group activities which influence public policy, and the recognition of the importance of responsible participation in daily civic affairs.

Minimum competencies in the area of citizenship are not intended to define the entire scope of the social studies program in the public schools but rather to center on minimum essential skills and concepts drawn from the social studies which are necessary for responsible participation in American life. The role and process of economics, government, and the role of history in shaping everyday life, as well as the impact of world affairs on the individual are important ingredients in the process of preparing students for responsible participation in American society. Skills such as obtaining appropriate services available through social and governmental agencies, demonstrating a knowledge of the voting process, analyzing information as a basis for solving current problems, identifying factors that influence the prices the consumer must pay in the marketplace, locating information, following directions, and reading maps may be thought of as minimal.

Sample Assessment Procedures

"Local authorities shall require evidence, through performance-related assessment tasks as part of the instructional program and/or through a test if preferred by a locality, that graduates have attained the minimum competency in citizenship."*

A variety of ways might be utilized in assessing student mastery of the citizenship competencies including actual performance situations, simulated performance situations, school products and performances, and paper and pencil examinations.

Actual Performance Situations (civic participation). This might be considered the "ideal situation for assessing student mastery of the

*Standards for Accrediting Schools in Virginia, Adopted by the Board of Education July 1976 With Revisions July 1978, Department of Education, Commonwealth of Virginia, Richmond, Virginia 23216, July 1978, p. 18.

citizenship competency since actual performance in civic activities would most accurately reflect genuine competence. This method for assessment is difficult because of the time required and cost.

Simulated Performance Situations (established in the school to resemble circumstances or situations similar to those faced by citizens). An example of a simulated situation might be a mock election where students register to vote, analyze issues, make decisions, and vote for the candidate of their choice. A second example might be a mock trial where students demonstrate an understanding of constitutional law and courtroom procedures. A third example might be participation in Junior Achievement programs where students conduct market research and design a product. Such an activity would demonstrate an understanding of economics, business, and the American economic system. Simulated performance situations are useful and may be a part of a local school division assessment program in citizenship.

School Products and Performances (individual student projects in citizenship involving surveys, personal interviews, internships, performances in student government, acceptance of school responsibilities and duties, and others). This method may be a useful part of a local school division assessment program. However, the criteria for assessment would have to be identified so that the teacher and student would know what is being used as a basis for assessment. To minimize subjectivity, a local school division may wish to utilize a panel of evaluators rather than an individual in judging the products and performances.

Paper and Pencil Examinations (constructed and administered by the local school system as part of a total assessment program or used alone).

The paper and pencil examination suffers from a number of disadvantages including the cost of constructing a valid, reliable and quality examination, difficulty in assessing certain outcomes of citizenship with multiple choice formats, and the inherent problem of the need for students to accurately read the question in order to demonstrate their acquired knowledge.

Local school divisions might wish to give consideration to the use of a battery of tests rather than a single test. A battery of tests would tend to limit the disadvantages of having to sample only a limited number of citizenship knowledge, skill and attitude outcomes. School systems may also wish to have an adequate number of test items (at least 4-5) for each identified competency.

In summary, as assessment techniques move from actual performance situations toward paper and pencil examinations, assessment becomes simpler and less expensive but the assessment results become less likely to predict later success. On the other hand, as techniques move away from paper and pencil examinations, subjectivity tends to increase. Local school divisions may, therefore, wish to utilize several of the suggested techniques in order to minimize these deficiencies.

Minimum competencies in citizenship do not encompass all knowledge, skills, attitudes, and related classroom experiences which the student is exposed to in the social studies program, but should center on minimum essentials drawn from the program which are necessary for responsible participation in American society. It is understandable that the responsibility for citizenship training of students is not the sole responsibility of the classroom teacher or the school. However, one must recognize that the social studies program in the public schools, k-12, is the main curricular area for which a central focus is training youth for responsible participation in society. Minimum competencies in citizenship developed by local school divisions should reflect certain basic essentials - knowledge, skills, commitment, and action.

Social studies program goals as determined by school divisions should reflect these essential components - knowledge, skills, commitment, and action. Program objectives which are designed or written to accomplish stated goals should provide useful guidelines in selecting minimum citizenship competencies. It is important to note that all program objectives or parts thereof (as stated) should not be considered as minimum citizenship competencies. After a careful analysis of the listing of program goals, course objectives (Perhaps also with involvement of local business representatives, school patrons, representatives from the trade associations, and others) the process of selection should begin. The citizenship competency statement as approved by the State Board of Education should serve as a basic framework and beginning place for local authorities in developing their minimum competencies.

Each competency identified may be accompanied by a series of items which could serve as indicators of student performance. The selected performance indicators should describe the student behavior(s) which would take place

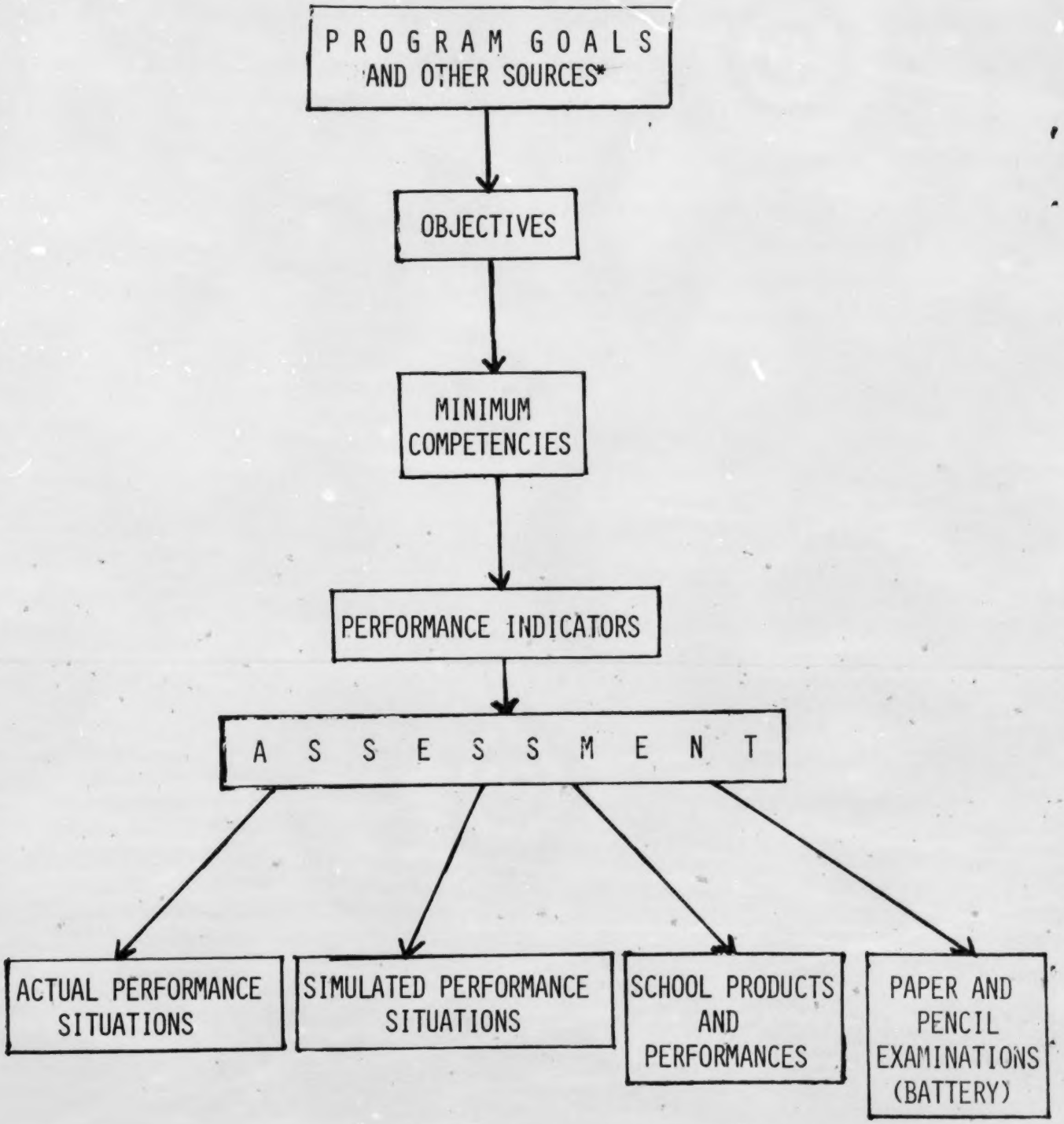
within a prescribed setting. When the student is able to perform successfully in a predetermined setting or under certain conditions, it may be assumed that the student has mastered the desired competency. Different types of performance indicators might be selected for each competency due to the inability of some students to perform well under certain testing circumstances.

School divisions are encouraged to utilize a variety of performance-related assessment procedures as part of the instructional program, although a division-wide test may be preferred by a locality. In either case, school authorities should be aware of the weaknesses and strengths of each assessment technique selected for measuring student mastery of citizenship competencies. It is recommended that the plan for assessment and instruments be approved at the highest levels of the local school system (superintendent and school board) before proceeding with implementation activities.

Assessment procedures may be grouped into four broad categories: Actual Performance Situations, Simulated Performance Situations, School Products and Performances, and Paper and Pencil Examinations. Each assessment procedure has definite strengths and weaknesses which should be considered in determining which approach or approaches to use. The use of a combination of assessment procedures would generally tend to have more validity. For example, paper and pencil examination could not accurately measure or assess certain outcomes of citizenship using a multiple choice format. (See Sample Assessment Procedures, pages 5-7 of this document for further discussion of selected assessment categories.)

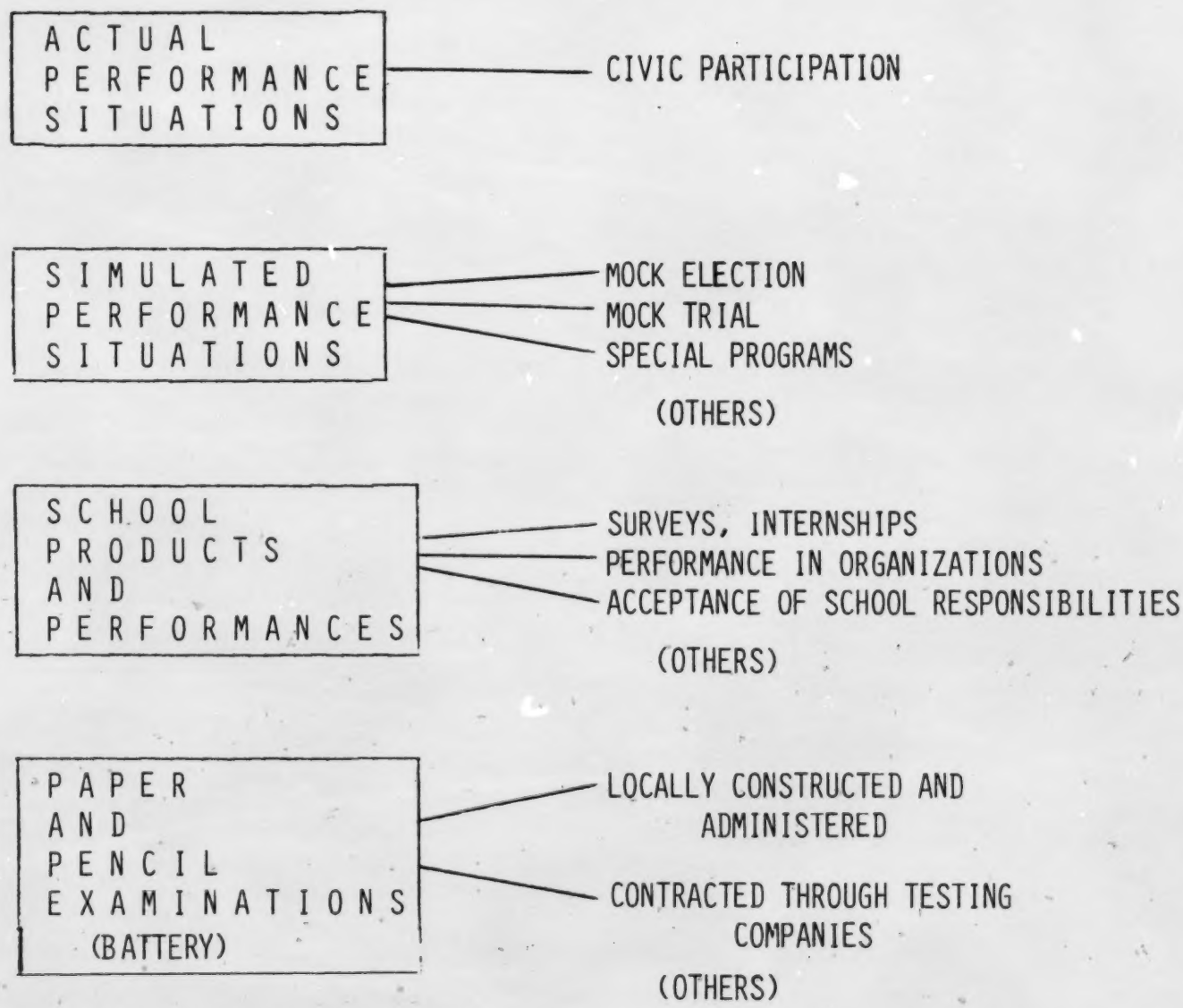
The foregoing represents a brief explanation of the relationship between the various components of the "Suggested Model for Developing Minimum Competencies in Citizenship." It is hoped that the model will prove useful to local school personnel in their efforts to implement the competency requirement in citizenship.

A SUGGESTED MODEL FOR DEVELOPING MINIMUM COMPETENCIES IN CITIZENSHIP



*LOCAL BUSINESS REPRESENTATIVE, REPRESENTATIVE FROM TRADE ASSOCIATIONS, SCHOOL PATRONS, AND OTHERS.

ASSESSMENT (CONTINUED)



MINIMUM COMPETENCIES IN CITIZENSHIP

SAMPLE PROGRAM GOAL:

TO UNDERSTAND THE CONCEPTS THAT ARE ESSENTIAL FOR PARTICIPATION AS A CITIZEN IN AMERICAN SOCIETY.

SAMPLE OBJECTIVES:

THE STUDENT WILL:

I. IDENTIFY SOME OF THE INDIVIDUALS RESPONSIBLE FOR MAKING GOVERNMENTAL DECISIONS.

MC 2. DEMONSTRATE KNOWLEDGE OF THE VOTING PROCESS.

3. UNDERSTAND THAT DIFFERENT CIVIC POLICIES MAY AFFECT PEOPLE'S EFFORTS TO MEET THEIR ECONOMIC NEEDS.

MC 4. ANALYZE ISSUES INVOLVED IN DECIDING HOW TO VOTE ON AN ISSUE.

5. UNDERSTAND SOME OF THE IMPLICATIONS OF WAR IN AN ATOMIC AGE.

MC 6. OBTAIN SERVICES AVAILABLE THROUGH SOCIAL AND GOVERNMENT AGENCIES.

MC 7. EXPLAIN THE EFFECTS OF ADVERTISING ON THE CONSUMER.

MC 8. IDENTIFY WAYS IN WHICH A CONSUMER CAN SATISFY A COMPLAINT ABOUT A PRODUCT AND/OR SERVICE.

MC 9. IDENTIFY THE MAJOR EXECUTIVE, LEGISLATIVE, AND JUDICIAL ROLES IN NATIONAL, STATE, AND LOCAL GOVERNMENTAL ACTIONS.

MC 10. UNDERSTAND SOME OF THE RIGHTS GUARANTEED TO AMERICAN CITIZENS.

II. OTHERS

MC - MINIMUM COMPETENCIES

SAMPLE COMPETENCIES AND PERFORMANCE INDICATORS

COMPETENCIES	PERFORMANCE INDICATOR(S)
THE STUDENT IS ABLE TO:	
1. DEMONSTRATE KNOWLEDGE OF THE VOTING PROCESS.	1. THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE VOTING PROCESS BY CITING THE REQUIREMENTS FOR REGISTERING TO VOTE, BY CITING TWO SOURCES OF INFORMATION ON ISSUES AND/OR CANDIDATES THAT ARE FOUND IN SELECTED CAMPAIGN LITERATURE, BY PROPERLY MARKING A SAMPLE BALLOT, AND OPERATING A VOTING MACHINE.
2. ANALYZE THE ISSUES INVOLVED IN DECIDING HOW TO VOTE ON AN ISSUE.	1. GIVEN AN ISSUE WHICH HAS APPEARED OR IS SCHEDULED TO APPEAR ON THE LOCAL BALLOT (PARI-MUTUEL BETTING, BOND ISSUES, ETC.) THE STUDENT WILL IDENTIFY MAJOR PRO AND CON ARGUMENTS INVOLVED IN THE ISSUE.
3. OBTAIN SERVICES AVAILABLE THROUGH SOCIAL AND GOVERNMENT AGENCIES.	1. GIVEN A LISTING OF AT LEAST EIGHT SOCIAL AND GOVERNMENT AGENCIES REGISTERED IN VIRGINIA AND/OR IN THE TELEPHONE DIRECTORY, THE STUDENT

	WILL EXPLAIN ORALLY, OR IN WRITING, TWO SERVICES OFFERED BY AT LEAST THREE OF THE AGENCIES WHICH ARE AVAILABLE TO MEET HIS/HER NEEDS AS A CITIZEN. WHERE PRE-REQUISITE STEPS ARE REQUIRED, THE STUDENT WILL DESCRIBE AT LEAST THREE STEPS TO ATTAIN EACH OF THE TWO SERVICES. SUCCESS WILL BE MEASURED AGAINST PUBLISHED INFORMATION OF EACH AGENCY.
4. IDENTIFY THE MAJOR EXECUTIVE, LEGISLATIVE, AND JUDICIAL ROLES IN NATIONAL, STATE, AND LOCAL GOVERNMENTAL ACTIONS.	1. GIVEN A LIST OF ACTIVITIES, THE STUDENT WILL IDENTIFY THE ROLE AS EXECUTIVE, LEGISLATIVE, OR JUDICIAL. 2. GIVEN A LIST OF ACTIVITIES, THE STUDENT WILL IDENTIFY THE ROLE AS LOCAL, STATE, OR NATIONAL.
5. EXPLAIN THE EFFECTS OF ADVERTISING ON THE CONSUMER.	I. THE STUDENT WILL SELECT AND ANALYZE ONE ADVERTISEMENT IN TERMS OF THE KIND OF APPEAL IT IS MAKING TO THE PROSPECTIVE BUYER.
6. IDENTIFY WAYS IN WHICH A CONSUMER CAN SATISFY A COMPLAINT ABOUT A PRODUCT AND/OR SERVICE.	1. GIVEN MULTIPLE EXAMPLES, THE STUDENT WILL CORRECTLY DETERMINE WAYS IN WHICH A CONSUMER CAN SATISFY A COMPLAINT ABOUT A PROJECT OR SERVICE.

	2. GIVEN A LIST OF WAYS A CONSUMER CAN SATISFY A COMPLAINT ABOUT A PRODUCT OR SERVICE. THE STUDENT WILL CHARACTERIZE ENUMERATED WAYS OF SETTLING COMPLAINTS ABOUT AN UNSATISFACTORY PRODUCT OR SERVICE AS PERSUASIVE OR LEGAL.
7. UNDERSTAND SOME OF THE RIGHTS GUARANTEED TO AMERICAN CITIZENS.	I. GIVEN A DESCRIPTION OF AN INCIDENT, THE STUDENT WILL IDENTIFY EXAMPLES OF VIOLATIONS OF CONSTITUTIONALLY PROTECTED RIGHTS, ROLE PLAY A MOCK TRIAL DEMONSTRATING UNDERSTANDING OF CONSTITUTIONALLY PROTECTED PROCEDURAL RIGHTS, OR LIST AND DESCRIBE RIGHTS GUARANTEED BY THE CONSTITUTION, BILL OF RIGHTS, AND AMENDMENTS TO THE FEDERAL CONSTITUTION.

SAMPLE ASSESSMENT PROCEDURES

1. ACTUAL PERFORMANCE SITUATIONS
2. SIMULATED PERFORMANCE SITUATIONS
3. SCHOOL PRODUCTS AND PERFORMANCES
4. PAPER AND PENCIL EXAMINATION (BATTERY)

SAMPLE PROGRAM GOAL:

TO KNOW AND UNDERSTAND HISTORICAL INFORMATION NECESSARY FOR CITIZENSHIP AND AS A BASIS FOR ADDRESSING CURRENT CONCERNS.

SAMPLE OBJECTIVES:

THE STUDENT WILL:

MC 1. ARRANGE IMPORTANT PERIODS AND EVENTS IN AMERICAN HISTORY IN CHRONOLOGICAL SEQUENCE.

MC 2. IDENTIFY INDIVIDUALS OR GROUPS WHOSE IDEAS OR ACTIONS CONTRIBUTED TO AMERICA'S DEVELOPMENT.

MC 3. IDENTIFY IMPORTANT DOCUMENTS OF AMERICAN HISTORY WITH STATEMENTS OF THEIR PURPOSES AND/OR FUNCTIONS.

MC 4. MATCH IMPORTANT HISTORICAL EVENTS WITH DESCRIPTIONS OF THEIR IMPORTANCE.

5. DIFFERENTIATE BETWEEN DESCRIPTIONS OF HISTORICAL CAUSES AND THEIR EFFECTS.

6. IDENTIFY GEOGRAPHIC FEATURES AND PLACES IN AMERICA WHICH HAVE HISTORICAL IMPORTANCE.

7. STATE REASONS FOR THE VALUE OF KNOWING AND UNDERSTANDING HISTORICAL INFORMATION.

MC 8. SELECT HISTORICAL DATA RELEVANT TO A CONTEMPORARY PROBLEM, EVENT, OR ISSUE.

9. OTHERS

MC - MINIMUM COMPETENCIES

SAMPLE COMPETENCIES AND PERFORMANCE INDICATORS

COMPETENCIES	PERFORMANCE INDICATOR(S)
THE STUDENT IS ABLE TO:	
1. ARRANGE IMPORTANT PERIODS AND EVENTS IN AMERICAN HISTORY IN CHRONOLOGICAL SEQUENCE.	1. THE STUDENT WILL SEQUENTIALLY NUMBER A SERIES OF NON-ORDERED HISTORICAL EVENTS, ORALLY STATE THE CENTURY IN WHICH A MAJOR EVENT OCCURRED, OR BY SEQUENCING A SERIES OF CARDS ON WHICH ARE PRINTED DESCRIPTIONS OF MAJOR HISTORICAL EVENTS.
2. IDENTIFY INDIVIDUALS OR GROUPS WHOSE IDEAS OR ACTIONS CONTRIBUTED TO AMERICA'S DEVELOPMENT.	1. THE STUDENT WILL CORRECTLY MATCH IMPORTANT HISTORICAL PERSONS WITH DESCRIPTIONS OF THEIR ACCOMPLISHMENTS, ORALLY DESCRIBE A MAJOR CONTRIBUTION OF A PICTURED AND/OR NAMED HISTORICAL PERSON, OR PLACE THE PICTURE AND NAME OF THE PERSON WITH ANOTHER PICTURE, SYMBOL, OR POLITICAL CARTOON ASSOCIATED WITH THEIR HISTORICAL CONTRIBUTION.

3. IDENTIFY IMPORTANT DOCUMENTS OF AMERICAN HISTORY WITH STATEMENTS OF THEIR PURPOSES AND/OR FUNCTIONS.	1. THE STUDENT WILL CORRECTLY MATCH A MAJOR HISTORICAL DOCUMENT (CONSTITUTION, BILL OF RIGHTS, DECLARATION OF INDEPENDENCE, ETC.) WITH A STATEMENT OF PURPOSE AND IMPORTANCE, ORALLY DESCRIBE RIGHTS GUARANTEED BY AN HISTORICAL DOCUMENT, OR IMPROVISE A ROLE PLAYING SITUATION DEMONSTRATING THE LACK OF FREEDOMS GUARANTEED BY THE DOCUMENT.
4. MATCH IMPORTANT HISTORICAL EVENTS WITH DESCRIPTIONS OF THEIR IMPORTANCE.	1. THE STUDENT WILL CORRECTLY MATCH DESCRIPTIONS OF HISTORICAL EVENTS WITH STATEMENTS OF THEIR IMPORTANCE, ORALLY STATE THE IMPORTANCE OF SELECTED HISTORICAL EVENTS OR MATCH DESCRIPTIONS OF HISTORICAL EVENTS WITH A POLITICAL CARTOON, SYMBOL, OR PICTURE RELATED TO THE EVENT.
5. SELECT HISTORICAL DATA RELEVANT TO A CONTEMPORARY PROBLEM, EVENT, OR ISSUE.	1. THE STUDENT WILL CORRECTLY IDENTIFY A DESCRIPTION OF AN HISTORICAL EVENT WHICH HAS A PARALLEL RELATIONSHIP WITH A

HYPOTHETICAL CONTEMPORARY EVENT, ORALLY STATE TWO OR MORE EXAMPLES OF HISTORICAL EVENTS SIMILAR TO A DESCRIPTION OF A CONTEMPORARY EVENT, OR SELECT PICTURES, POLITICAL CARTOONS, OR SYMBOLS REPRESENTING HISTORICAL EVENTS HAVING PARALLELS TO A DESCRIPTION OF A HYPOTHETICAL OR ACTUAL CONTEMPORARY PROBLEM OR EVENT.

SAMPLE ASSESSMENT PROCEDURES

1. ACTUAL PERFORMANCE SITUATIONS
2. SIMULATED PERFORMANCE SITUATIONS
3. SCHOOL PRODUCTS AND PERFORMANCES
4. PAPER AND PENCIL EXAMINATION (BATTERY)

SAMPLE PROGRAM GOAL:

TO ILLUSTRATE THE IMPACT OF WORLD AFFAIRS ON THE INDIVIDUAL

SAMPLE OBJECTIVES:

THE STUDENT WILL:

1. DESCRIBE SOME OF THE FUNCTIONS OF BASIC INSTITUTIONS (E.G., EDUCATIONAL, LEGAL, RELIGIOUS, FINANCIAL, HEALTH CARE, BUSINESS) IN VARIOUS CULTURES AND INDICATE HOW AND WHY THESE FUNCTIONS CHANGE.
2. DESCRIBE SOME WAYS IDEAS, CUSTOMS, AND INVENTIONS HAVE BEEN TRANSMITTED AND SPREAD FROM ONE PEOPLE TO ANOTHER.

MC 3. DESCRIBE AND EVALUATE SOME OF THE EFFECTS OF POPULATION DENSITY AND GROWTH PATTERNS IN THE LIVING HABITS OF PEOPLE.

4. EXPLAIN AND EVALUATE WAYS IN WHICH NATURAL RESOURCES HAVE BEEN ALLOCATED, UTILIZED, AND CONSERVED IN THE COMMUNITY, REGIONS, THE NATION AND OTHER SOCIETIES.
5. DESCRIBE SOME OF THE REASONS WHY PEOPLE FORM GOVERNMENTS.
6. IDENTIFY AND EXPLAIN SOME OF THE POLITICAL AND ECONOMIC INTERACTIONS AMONG NATIONS.
7. IDENTIFY SPECIFIC SITUATIONS IN THE COMMUNITY, NATIONAL AND INTERNATIONAL AREAS WHERE THERE IS POTENTIAL OR ACTUAL CONFLICT; EXPLAIN SOME REASONS FOR THE CONFLICT; PREDICT THE CONSEQUENCES OF THE CONFLICT.
8. GIVE CONSTRUCTIVE WAYS OF HANDLING CONFLICT SITUATIONS.
9. DESCRIBE WAYS PEOPLE EXPRESS THEIR FEELINGS AND PREFERENCES FOR OBJECTS AND IDEAS.
10. OTHERS

MC - MINIMUM COMPETENCY

SAMPLE COMPETENCIES AND PERFORMANCE INDICATORS

COMPETENCY	PERFORMANCE INDICATOR(S)
THE STUDENT IS ABLE TO:	
I. DESCRIBE AND EVALUATE SOME OF THE EFFECTS OF POPULATION DENSITY AND GROWTH PATTERNS IN THE LIVING HABITS OF PEOPLE.	I. THE STUDENT WILL PRODUCE A PICTORIAL, GRAPHICAL AND NARRATIVE REPORT INDICATING THE TRENDS FOR THE LAST 20 YEARS IN WORLD ENERGY PRODUCTION, CONSUMPTION, AND POPULATION AND PROJECT THOSE TRENDS FOR THE NEXT 20 YEARS. 2. THE STUDENT WILL SELECT THE AREA OF GREATEST INCREASE PER CAPITA CONSUMPTION OF ENERGY GIVEN A CHART REPRESENTING 1950 AND 1974. 3. GIVEN A DEFINED AREA OF LAND AND A 10% PER YEAR POPULATION GROWTH RATE WITHIN 20 KILOMETERS OF THE SCHOOL, THE STUDENT WILL STATE AND SUPPORT WITH EVIDENCE A VALUE POSITION ON THE LAND'S USE.

4. THE STUDENT WILL HYPOTHESIZE AND TEST THE EFFECTS OF POPULATION DENSITY INCREASE AND DECREASE WITHIN THE SCHOOL BUILDING.

SAMPLE ASSESSMENT PROCEDURES

1. ACTUAL PERFORMANCE SITUATIONS
2. SIMULATED PERFORMANCE SITUATIONS
3. SCHOOL PRODUCTS AND PERFORMANCES
4. PAPER AND PENCIL EXAMINATION (BATTERY)

SAMPLE PROGRAM GOAL:

TO UNDERSTAND THE MAJOR CHARACTERISTICS OF THE GEOGRAPHIC (SPATIAL) DISTRIBUTION OF MAN AND HIS ACTIVITIES AND OF MAN'S INTERACTION WITH THE PHYSICAL ENVIRONMENT.

SAMPLE OBJECTIVES:

THE STUDENT WILL:

MC 1. DEMONSTRATE AN UNDERSTANDING OF THE CARDINAL AND INTERMEDIATE DIRECTIONS (N,S,E,W,N.E.,N.W.,S.E.,S.W.)

2. DEMONSTRATE THE USE OF THE COMPASS AND PARALLELS AND MERIDIANS IN DETERMINING DIRECTION.

MC 3. IDENTIFY ON A GLOBE AND ON A MAP OF THE WORLD MAJOR COUNTRIES, CONTINENTS, OCEANS AND BODIES OF WATER, LARGE ISLANDS, THE EQUATOR, PRIME MERIDIAN.

MC 4. USE A HIGHWAY MAP FOR LOCATING PLACES BY MAP KEY, NUMBER AND LETTER GUIDE, AND PLAN A TRIP USING DISTANCE, DIRECTIONS, AND LOCATIONS.

5. UTILIZE LONGITUDE AND LATITUDE IN LOCATING PLACES ON A MAP.

6. IDENTIFY TIME ZONES AND RELATE THEM TO DEGREES OF LONGITUDE.

7. READ MAPS OF VARIOUS TYPES WHICH SHOW ELEVATION(CONTOUR, SHADED RELIEF, ETC.)

8. COMPUTE DISTANCE BETWEEN TWO POINTS ON MAPS OF DIFFERENT SCALE.

9. INTERPRET THE ELEVATION OF THE LAND FROM THE FLOW OF RIVERS AND INTERPRET THE DIRECTION OF FLOW FOR RIVERS.

10. UNDERSTAND THE DIFFERENCES IN DIFFERENT MAP PROJECTIONS AND RECOGNIZE THE DISTORTIONS INVOLVED IN ANY REPRESENTATION OF THE EARTH OTHER THAN A GLOBE.

11. OTHERS

MC - MINIMUM COMPETENCIES

SAMPLE COMPETENCIES AND PERFORMANCE INDICATORS

COMPETENCIES	PERFORMANCE INDICATOR(S)
THE STUDENT WILL:	
1. DEMONSTRATE AN UNDERSTANDING OF THE CARDINAL AND INTERMEDIATE DIRECTIONS.	1. THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE CARDINAL AND INTERMEDIATE DIRECTIONS BY CORRECTLY LABELING THE BLANKS IN A "COMPASS ROSE" ON A BLANK OUTLINE MAP OF THE UNITED STATES, ORALLY RECITE THE CARDINAL AND INTERMEDIATE DIRECTIONS OR UTILIZE THE DIRECTIONS TO SOLVE A LOCATION PROBLEM ON A MAP.
2. IDENTIFY ON A GLOBE AND ON A MAP OF THE WORLD MAJOR COUNTRIES, CONTINENTS, OCEANS AND BODIES OF WATER, LARGE ISLANDS, THE EQUATOR, PRIME MERIDIAN.	1. GIVEN A BLANK OUTLINE MAP OF THE WORLD WITH NUMBERS PLACED ON MAJOR COUNTRIES, BODIES OF WATER, CONTINENTS, ETC.), THE STUDENT WILL WRITE THE CORRECT NAME IN THE SPACE PROVIDED, ORALLY RECITE THEM WHEN POINTED TO BY THE TEACHER, OR NAME PLACES AND FEATURES WHEN GIVEN OUTLINES OF THE FEATURES (UTILIZING THE SAME SCALE).

3. USE A HIGHWAY MAP FOR LOCATING PLACES BY KEY, NUMBER AND LETTER GUIDE, AND PLAN A TRIP USING DISTANCE, DIRECTIONS, AND LOCATIONS.

1. GIVEN A TRIP ITINERARY, THE STUDENT WILL UTILIZE THE KEY AND A,B,C-1,2,3 GRID SYSTEM IN DETERMINING THE LOCATION OF A DESTINATION, COMPUTE THE COMPASS DIRECTIONS FOLLOWED, CALCULATE THE DISTANCE TRAVELED, AND LIST MAJOR LANDMARKS AND PHYSICAL FEATURES ENCOUNTERED ON THE TRIP: OR, GIVEN A MAP OF THE SCHOOL COMMUNITY, A SET OF DIRECTIONS, AND A COMPASS, THE STUDENT WILL TRAVERSE THE INDICATED PATHS AND CALCULATE DISTANCES, DIRECTIONS, AND PHYSICAL FEATURES OBSERVED.

SAMPLE ASSESSMENT PROCEDURES

1. ACTUAL PERFORMANCE SITUATIONS
2. SIMULATED PERFORMANCE SITUATIONS
3. SCHOOL PRODUCTS AND PERFORMANCES
4. PAPER AND PENCIL EXAMINATION (BATTERY)

SAMPLE PROGRAM GOAL:

TO UNDERSTAND AND PRACTICE SOUND HABITS OF RATIONAL THOUGHT AND ACCURATELY ANALYZE THE REASONING OF OTHERS.

SAMPLE OBJECTIVES:

THE STUDENT WILL:

1. IDENTIFY AND DEFINE PROBLEMS AND ISSUES.
2. FORMULATE GENERALIZATIONS AND HYPOTHESES CAPABLE OF BEING TESTED.

MC 3. DISTINQUISH BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

MC 4. DIFFERENTIATE BETWEEN RELIABLE AND UNRELIABLE SOURCES OF INFORMATION.

5. DISTINGUISH BETWEEN RELEVANT AND IRRELEVANT INFORMATION.

MC 6. DETECT LOGICAL ERRORS, UNSTATED ASSUMPTIONS AND UNWARRANTED ASSERTIONS.

7. UNDERSTAND THAT SOCIAL PHENOMENA USUALLY HAVE MULTIPLE CAUSES.
8. USE DATA AND EVALUATIVE CRITERIA TO MAKE DECISIONS.
9. UNDERSTAND THAT SEQUENCE OF RELATIONSHIP DOES NOT NECESSARILY IMPLY CAUSATION.
10. OBTAIN INFORMATION FROM A VARIETY OF SOURCES.
11. OTHERS

MC - MINIMUM COMPETENCIES

SAMPLE COMPETENCIES AND PERFORMANCE INDICATORS

COMPETENCIES	PERFROMANCE INDICATOR(S)
THE STUDENT WILL:	
1. DISTINGUISH BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.	1. GIVEN FOUR STATEMENTS (THREE OPINIONS AND ONE FACTUAL), THE STUDENT WILL CORRECTLY IDENTIFY THE FACTUAL STATEMENT, OR, GIVEN AN AUDIO TAPE OF A FIVE SENTENCE SPEECH CONTAINING ONE OPINIONATED STATEMENT, THE STUDENT WILL ORALLY IDENTIFY THE STATEMENT OF OPINION.
2. DIFFERENTIATE BETWEEN RELIABLE AND UNRELIABLE SOURCES OF INFORMATION.	1. GIVEN A MAP DIAGRAM DEPICTING AN EVENT AND FOUR LABELED OBSERVERS(POLICEMAN, REPORTER, DEMONSTRATOR, BYSTANDER, HOSTILE OBSERVER, ETC) AND STATEMENTS BY EACH DESCRIBING WHAT THEY SAW,THE STUDENT WILL EVALUATE THE RELIABILITY OF EACH UTILIZING THE ABILITY OF EACH TO SEE WHAT HAPPENED AND THE PROBABILITY THAT EACH WOULD SPEAK TRUTHFULLY AND ACCURATELY: ORALLY EVALUATE THE ABOVE: OR, GIVEN A LIST OF POSSIBLE REFERENCES ON A TOPIC, THE STUDENT SELECTS

THE ONE MOST LIKELY TO GIVE THE MOST ACCURATE AND COMPLETE INFORMATION ON THE IDENTIFIED TOPIC.

3. DETECT LOGICAL ERRORS, UNSTATED ASSUMPTIONS AND UNWARRANTED ASSERTIONS.

1. GIVEN A PARAGRAPH WITH NUMBERED SENTENCES, THE STUDENT WILL IDENTIFY SENTENCES CONTAINING ERRORS IN LOGIC, UNSTATED ASSUMPTIONS, AND UNWARRANTED ASSERTIONS: ORALLY IDENTIFY THE ABOVE FROM AN AUDIO TAPE: OR GIVEN A NEWSPAPER EDITORIAL PAGE CONTAINING ONE OF EACH TYPE ERROR, CORRECTLY IDENTIFY EACH.

SAMPLE ASSESSMENT PROCEDURES

1. ACTUAL PERFORMANCE SITUATIONS
2. SIMULATED PERFORMANCE SITUATIONS
3. SCHOOL PRODUCTS AND PERFORMANCES
4. PAPER AND PENCIL EXAMINATION (BATTERY)

A P P E N D I X

CITIZENSHIP OBJECTIVES - SOCIAL STUDIES OBJECTIVES*

An Outline

Citizenship Objectives

I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS

A. Treat others with respect.
B. Consider the consequences for others of their own actions.
C. Guard safety and health of others.
D. Offer help to others in need.
E. Support equal opportunity in education, housing, employment, and recreation.
F. Are loyal to country, to friends, and to other groups whose values they share.
G. Are ethical and dependable in work, school, and social situations.

II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS

A. Understand the need for law.
B. Recognize specific constitutional rights and liberties.
C. Defend rights and liberties of all kinds of people.
D. Encourage ethical and lawful behavior in others.
E. Comply with public laws.
F. Oppose unjust rules, laws, and authority by lawful means.

III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS

A. Recognize basic governmental purposes.
B. Understand the organization of federal and state governments.
C. Know the political structure of their local community.
D. Recognize the relationships of different levels of government.
E. Recognize the importance of political opposition and interest groups.
F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.
G. Know structure of school and student government.

IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT

A. Believe that each person's civic behavior is important, and convey this belief to others.
B. Favor organized civic action where it is needed.
C. Actively work for civic improvement.
D. Participate in local, state, and national governmental processes.
E. Apply democratic procedures effectively in small groups.

V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS

A. Understand social conflict among individuals, groups, and nations and the difficulties in achieving peace and social harmony.

*Identified by the National Assessment of Educational Progress. Denver, Colorado. (1974-75 Assessment)

B. Recognize how different civic policies may affect people's efforts to meet their economic needs.
C. Recognize major environmental problems and are aware of alternative civic solutions.
D. See relations among civic problems and particular events.
E. Generate good ideas about causes and solutions for civic problems.

VI. APPROACH CIVIC DECISIONS RATIONALLY

A. Seek relevant information and alternative viewpoints on civicly important decisions.
B. Evaluate civic communications and actions carefully as a basis for forming and changing their own views.
C. Plan and organize civic tasks effectively.
D. Support open, honest communication and universal education.

VII. HELP AND RESPECT THEIR OWN FAMILIES

A. Cooperate in home responsibilities and help provide for other family members.
B. Instill civic values and skills in other family members.

Social Studies Objectives

I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS

A. Raise questions and seek answers.
B. Are open to new information and ideas.
C. Try to understand why other people think and act as they do.

II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY

A. Identify and define problems and issues.
B. Formulate generalizations and hypotheses capable of being tested.
C. Obtain information from a variety of sources.
D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.
E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that sequence or relationship does not necessarily imply causation.
F. Use data and evaluative criteria to make decisions.

III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

A. Read history, philosophy, and fiction.
B. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art.
C. Recognize the role of creative-intuitive methods in scientific inquiry.
D. Distinguish personalized explanations of human affairs from scientific-objective explanations.

IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

A. Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists.
B. Understand some of the major relationships involving culture, the group, and the self.
C. Understand some of the major characteristics of economic systems, especially the American economic system.
D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.
E. Understand some of the major historical developments.
F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

A. Believe in the fundamental worth of the individual and can justify their belief.
B. Believe in the freedoms of the First Amendment and can justify their belief.
C. Believe in the rule of law and can justify their belief.
D. Believe in open opportunity for advancement and can justify their belief.
E. Are willing to act for the general interest.
F. Are willing to participate in decision-making relevant to their lives.